

Question Three:

Complete these analogies

1. Knee to leg as elbow is to
2. Dangerous is to safe as weak is to
3. Plumber is to wrench as tailor is to
4. Delicious is to tasty as small is to
5. Shout is to yell as hurry is to

Question Four:

Complete the following sentences in ways that you show you understand the meaning of the underlined words.

1. The frightened child huddled
2. The water churned so violently that.....
3. Worn out from traveling all night, money trudged
4. I searched futilely through the notebook

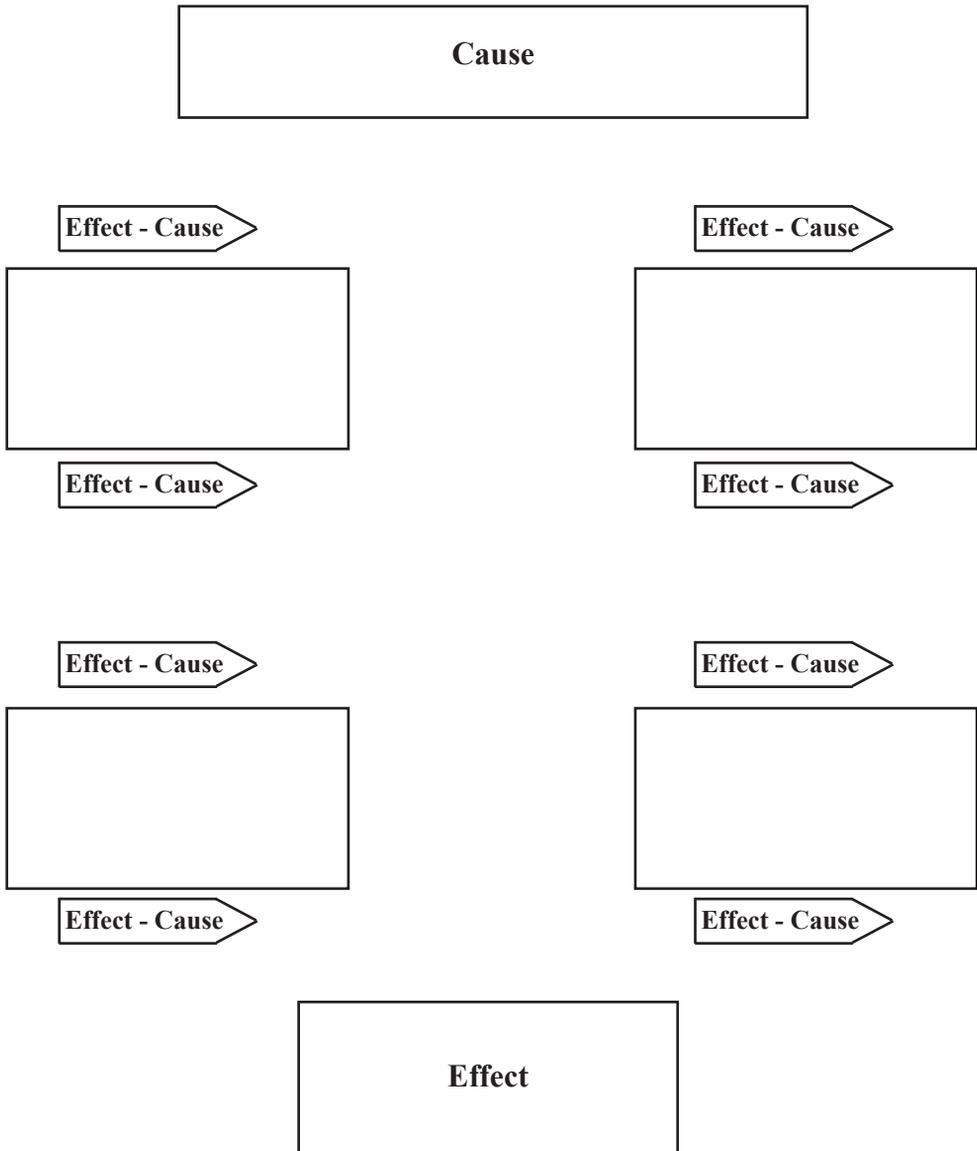
Question Five:

- ◆ Imagine that you were lost in a forest, what would you do?
- ◆ Describe your story showing the techniques you used and the problems you faced

Good Luck

Question Two:

The story ‘Dangerous Crossing’ is developed through a chain of causes and effects. Fill in the map of causes and effects. Make sure your map show the events in the order in which they happened in the story.



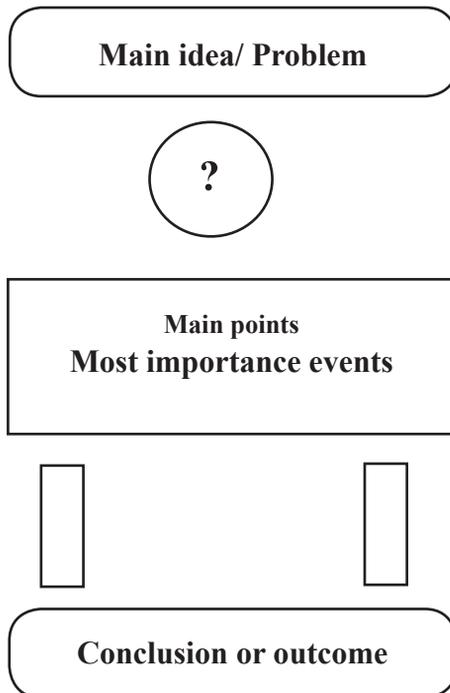
Appendix E
An- Najah National University
Faculty of Education
Advanced Writing Exam

Student Name:

Question	1	2	3	4	5	6	7	8	9	10	Total
Max.											
Mark											

Question One:

Fill in the map to summarize the story ‘Running to win’.



D. Evaluation:

- ◆ Choose two stories equivalent in length and topic.
- ◆ Divide the class into pairs. Give one story to each member. Have them read their stories silently and individually (Set time limit: 5- 7 min.) .
- ◆ Have each member of the pair take turns to retell the story she or he read. The listener will pay close attention to check for completeness (this time they will now have handouts with outlines of the story structures) .
- ◆ Ask the students to get together with 3 other people who listened to the same story. In groups of four, the student will write the story they heard. Collect the written work. When correcting, make comments about the different parts of the story and only underline linguistic mistakes.

E. Homework

Bring a portfolio for the next Whole Language Project class (in a week) .

VI. IV. RESOURCES

- ◆ Story poster or flash cards.
- ◆ Stories:
 - Liu- Always- in- a- Hurry (copy for teacher) .
 - The Frog’s Dream (copy for teacher)
 - Two other equivalent stories (copies for half the class) .
- ◆ Overhead transparencies or wall- chart: story grammar map.
- ◆ Handout: outline with story grammar map (copies for every three students) .

VII. V. FOLLOW UP

Once the students have been introduced to story grammars, they can learn about “Whole Language Project classes,” the procedures and evaluation.

Which of the characters is Liu?

How do you know?

What do you think the story will be about?

- ◆ Tell the story using pictures and body language to clarify the meaning of the verbs.
- ◆ Ask different students to retell the story or to complete what others have missed.

B. Presentation:

- ◆ Ask the class if they remember how stories usually start (once upon a time, a long time ago, long ago, once) . And how they usually finish (... and they lived happily ever after, and they were happy forever) .
- ◆ Show an overhead transparency or wall- chart with a story grammar map and tell the students that most stories have these parts. Ask them to identify each part in the story you have told them. Explain each part of the model and let them identify it with the story. You can use an overhead transparency with an outline of the model made for the story and include what the students say (see Appendix E) . While they are identifying the part, have everybody participate by checking with others if they agree or not and why.

C. Practice

- ◆ Tell another story. We selected “Mr. Frog’s Dream” (Stern 1996) . Follow the same procedures as before; brainstorm on the title, ask questions to clarify vocabulary, use pictures.
- ◆ Divide the class into groups of three and give each a handout with an outline of the story’s structure so they can analyze it. (Set a reasonable time limit: 10 min.) .
- ◆ Select one person (or a volunteer) to retell the story to the class. Let the students know that the outline is only to help them keep the information in an organized way, but that they do not have to use the labels when retelling the story (for instance, they should not say: the setting is...) . They should tell everything they remember about the story.
- ◆ While one student is retelling the story, the rest of the class should be listening carefully to check of the version contains all the elements of the story.

Appendix D

A suggested lesson plan.

It can be modified or changed according to the given stories.

LESSON PLAN:

I. CONTENT: STORY GRAMMARS IN NARRATIVES (introductory class) .

TIME: 45 min.

II. OBJECTIVES: At the end of the class the students will be able to do the following:

- A. Identify the different parts of a story using a story grammar model.
- B. Retell a story using the model as an outline to recall the min structure.
- C. Analyze a story in its different parts.
- D. Write a summary of the story.

V. Activities:

A. Motivation

- ◆ Show a poster about the story “Liu- Always- in- a- Hurry” (Walker 1990) and ask the students to identify the people, actions, objects, and place. Do not show the title of the story. Ask questions to get them to justify their answers.
- ◆ Tell the students a story:
 - Brainstorm on the title:

How do you relate the title with the poster?

What’s the meaning of “in a hurry” (explain if necessary) ?

Appendix C

Story Grammar Elements

Setting:

In this part, the main characters are introduced and the time and location of the story are stated.

Theme:

The theme represents the objective the main characters want to achieve.

Episodes:

The episodes are the plot of the story. Each story may have an indefinite number of episodes. *Each episode consists of:*

- Subgoals or attempts to attain the main objective.
- Problem or obstacles to achieve the objective.
- Steps to solve the problem; set of actions taken.
- Outcome is the final result of the episode.

Resolution:

The final result of the story in relation to the theme. It can be stated as an event or action, a state of feelings or a moral, as in the case of fables.

Appendix B

Story Grammar Map

Name of the story:-----

Characters	Place	Time

Theme

Episodes

Resolution

The Appendices

Appendix A

This table shows the researchers' suggested distribution of class/home activities and marks.

Appendix A

A suggested distribution of class/home activities and marks

Activities	Mark
Reading a story	3 pts.
Completing story grammar map	3 pts.
Feedback from retelling	3 pts.
Written summary	3 pts.
Big book and feedback	6 pts.
Self- evaluation- reflection	2 pts.
Total	20 pts.

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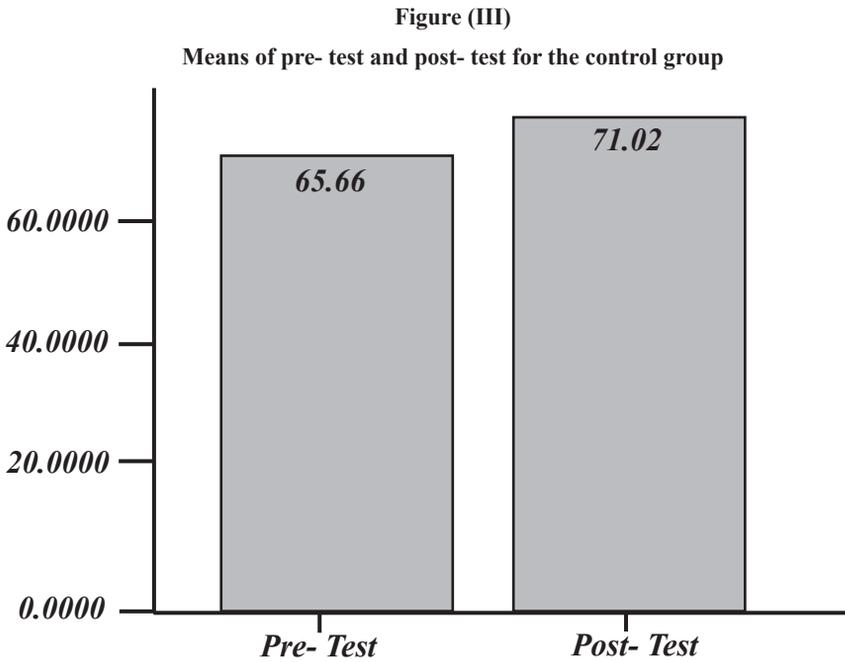
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2. Whole language Project ‘Story Grammars’ if appropriately applied could enrich the students’ knowledge about the other nations’ cultures. It could enrich the students’ vocabulary, and their imagination would be better; thus it lowered down their weakness in writing. All these improvements could be seen in the experimental group students’ results.
3. The researchers concluded that SG helps students create their own stories through improving their imaginative potentials.
4. Additionally, the researchers hoped that teachers of English for all levels, and textbook designers would take these results into account and would use graded readers and textbooks that have various levels of fables, legends, folktales, and myths.
5. TEFL and TESL teachers have to apply SG in their teaching practices as this strategy could be an outlet to boredom, anxiety, and shyness. Additionally, it motivates students to be proud of their own work.
6. This research is a call for researchers to have more research on SG and its application in different contexts and levels to find out more about its effect on learning and teaching foreign languages.

significant differences between the means of measurement (pre- test and post test) ; this result can be represented in the following diagram. (Figure III)



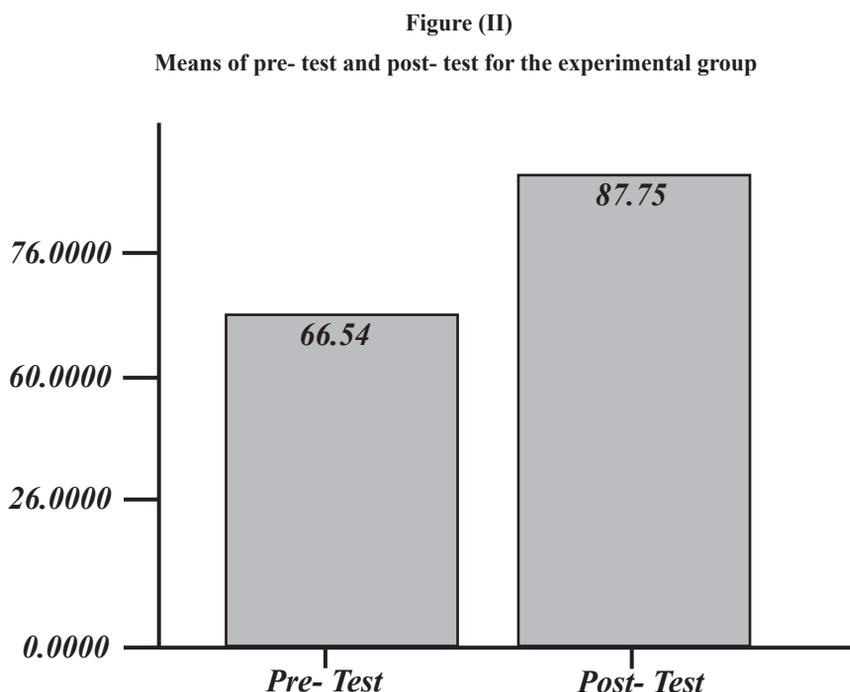
Research Findings and Conclusion:

There is a lot of harmony between this study and other researches which emphasize the importance of literature- based strategies in teaching and learning in general and in teaching and learning English in particular (Gonzales: 1998; Zaro and Salaberri: 1995, Gonzales: 1996; Palencia: 1997, Sasser: 1992; Lazar: 1993, Quinn and Stack: 1994, among others) .

In the light of the research findings, the researchers reaffirm the importance of the following points resulting from the appropriate application of SG:

1. Learners got communicative competence; and so they could express themselves freely and fluently using correct English. This shows that the students loved English and this in turn minimized the students’ anxiety. Consequently, their results were better than those of the other students in the control group.

is no significant difference between the means of measurement (pre- test and post test) this result can be represented in the following diagram. (Figure II)



To answer the fourth question of the study, “*Are there any significant differences in the students’ achievements between pre and post tests among the control group students due to traditional strategy?*” The researchers used independent samples t- test

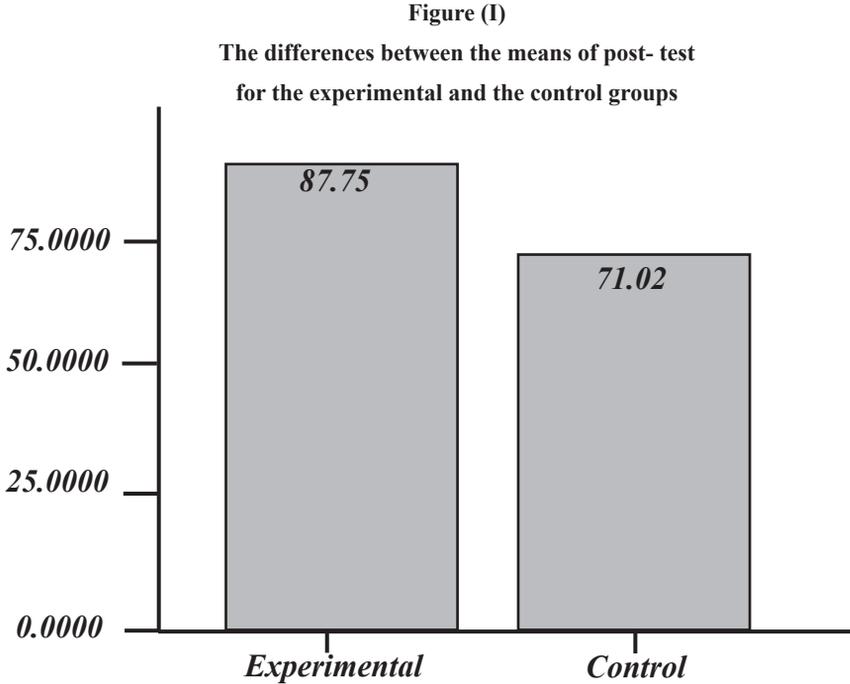
Table IV

The independent sample t- test between pre- test and post –test results among the control group

Measurement	N	Mean	Standard deviation	Computed T	DF	Sig.	Percentage of the difference %
Pre- test	30	65.66	5.07	- 11.20	120	0.000*	8.16
Post- test	30	71.02	1.42				

Table (4) shows: that there are significant differences between the pre- test and the post- test among the students of the control group in favour of post test, because the computed “T” equals (- 11. 20) ; therefore the scheduled “T” equals (1.96) , so we reject the null hypothesis (Ho) that there are no

This result can explain that when GS was used, the experimental group students’ results were far better than that of the control group students’ results. These results can be represented in following diagram. (Figure I)



To answer the third question of the study, “*Are there any significant differences in the students’ achievements between pre and post test among experimental group due to treatment program {SG} strategy?*” The researchers used the independent samples t- test. Table III shows the result.

Table III
**The paired samples t- test to show the differences between pre- test
and post –test results among the experimental group students.**

Measurement	N	Mean	Standard deviation	Computed T	Df	Sig.	Percentage of the difference %
Pre- test	30	66.54	6.47	- 11.04	23	0.000*	31.86
Post- test	30	87.75	7.23				

Table (3) shows: that there are significant differences between the pre- test and the post- test among the students of the experimental group in favour of the post test, because the computed “T” equals (-11.04) ; therefore the scheduled “T” equals (1.96) , so we reject the null hypothesis (Ho) that there

them. Table I shows the results:

Table I
The independent samples t- test for revealing
the differences between two groups on pre- test.

Group	N	Mean	Standard deviation	Computed T	DF	Sig.
Experimental	30	66.54	6.47	0.73	143	0.46
Control	30	65.66	5.07			

Table (1) shows: that there are no significant differences between experimental group and control group on the pre- test, because the computed “T” equals (0.73) ; therefore the scheduled “T” equals (1.96) , so we accept the null hypothesis (Ho) that there are no significant differences between the means of the two groups.

To answer the second question of the study, *“Are there any significant differences in the students’ achievements between the means of the two groups (experimental and control) due to using SG strategy as shown by the post- test?”* The researcher used the independent samples t- test. Table II shows the result:

Table II
The independent samples t- test for showing
the differences between the two groups on the post- test

Group	N	Mean	Standard deviation	Computed T	Df	Sig.
Experimental	30	87.7500	7.2307	23.52	143	0.000*
Control	30	71.0248	1.4287			

Table (2) shows: that there are significant differences between the experimental group and the control group on the post- test in favour of the experimental group, because the computed “T” equals (23.52) ; therefore the scheduled “T” equals (1.96) , so we reject the null hypothesis (Ho) that there are no significant differences between means of two groups (experimental group and control group).

third and fourth–year methodology students at An- Najah National University/ Faculty of Education during the first semester of the scholastic year 2004-2005.

The experimental group was 30 whereas the rest of the sample 30 male and female students were in the control group. The researcher did the independent samples t- test on the two groups so as to show equal measurement before applying the experiment.

Instruments of the Study:

The researcher used the following statistical design:

Experimental group pre treatment post test and control group without
treatment post test design which can be summed up in:

$$O_1 \times O_2$$

$$O_3 --- O_4$$

Methodology:

The data were collected from a test that contains different kinds of questions, (for details see the appendix C) . The researchers used the test because they believed that it is more accurate for collecting data than the handouts or assignments. Besides, the chance to cheat or co- operate among friends is less which means obtaining more accurate results.

Analysis and discussion:

The purpose of this study is to find out that the use of ‘Story Grammars’ as a teaching strategy can help in improving the students’ achievement and motivate them to learn better. Following are the data received from the tests the researchers used.

To answer the first question of the study, *“Are there any significant differences in the students’ achievements between the means of the two groups (experimental and control) as shown by the pre- test?”* The researchers used the pre- test for the two groups so as to emphasize homogeneity between

activities: extensive reading, intensive reading, filling in a story grammar map for each story read, re- telling each story, giving and receiving feedback because feedback should be an over- lapping process. Writing summaries for each story read, presenting the summaries to the whole class, and writing a book [students' own production/output]. (Gonzales, 1998: 15) .

- GMA strategy (Group Mapping Activity)

This strategy is an instructional strategy for building comprehension, based on visual representation, through the integration and synthesis of story ideas and concepts. This strategy asks children to create a graphic representation illustrating their interpretation of the relationship between story characters and plot or between ideas and concepts in expository material. There are two steps to the GMA: creating the maps, and displaying or sharing the maps. (Ruddell 1999: 134)

Limitations of the Study:

although The researchers know that the results of the study can be generalized to all male and female students majoring in English teaching methodologies, *they have taken the following limitations into account:*

1. Locative limitation: The study covers all the students majoring in English Teaching Methods Department at An- Najah National University.
2. Temporal limitation: The researchers carried out this study in the scholastic year 2004/2005.
3. Human limitation: The sample consisted of all the male and female students of the Methodology Department (English Methods) at An- Najah National University.

Research Methodology:

Population of the Study:

The population of this study consisted of 60 male and female students who were enrolled in an advanced writing course. All of them were from the

2. Learners develop their communicative competence; and so they can express themselves freely and fluently using correct English.
3. Learners love English and this in turn minimizes the students’ threat. Consequently, they will be able to gain competence and performance not only inside the classroom, but also in real life situations.
4. Learners understand cross-cultural issues which will lead to understanding the different utterances in the foreign language and compare them with the similar ones in their native language.

Research questions:

This study sought to answer the following questions:

1. Are there any significant differences in the students’ achievements between the means of the two groups (experimental and control) as shown by the pre- test?
2. Are there any significant differences in the students’ achievements between the means of the two groups (experimental and control) due to using SG strategy as shown by the post- test?
3. Are there any significant differences in the students’ achievements between pre and post test among experimental group due to treatment program {SG} strategy?
4. Are there any significant differences in the control group students’ achievement due to traditional strategy as shown by the results of the pre and post test ?

Definition of Terms:

In order to facilitate an understanding of the terms used in the study, the following definitions are adopted:

- Story Grammars:

Wherever the term ‘Story Grammars’ is mentioned, it means the whole language project. The aforesaid project [strategy] consists of the following

The majority of students like to read stories because they are fun and they teach them about different places and other cultures. Learners can discuss different values; they learn to listen to each other; they get to be trained in self- and peer evaluation. They learn to be responsible for the organization of their own learning. The students learn to practice the four skills of the language parallel to working with the four elements of communicative competence: linguistic, grammatical, socio- linguistic, and strategic competence. (see, Talebinezahd 1999; Belcher and Hirvela 2001; Chastain 1988; Bilikeve and Snarski 2003)

The aforesaid strategy SG remains a valid and didactic resource to draw on for the purpose of teaching and reinforcing individual and social values since students are exposed to a variety of social, cultural and religious issues. The English textbooks used in our schools, mainly the anthology books, are taught by means of old methods (grammar- translation approach) , concentrating on literary information and overlooking the basic goals of teaching these pieces of literature. The researcher hopes that the result of this study can add some insight on the positive and beneficial effect of considering the SG over other approaches in the teaching and learning process. (see, Troike 1989; Defelice 1996 and Ersoz 2000).

Statement of the Problem:

It is true that there are many studies that dealt with enhancing the students' motivation towards learning, but those which dealt with motivating students towards learning English are still inadequate. This study, as it is hoped, pinpoints the positive effect of using literature mainly {GS} in motivating students to learn and improving their results as well.

Significance of the Problem:

This study aims to show that the use of 'Story Grammars' as a teaching strategy, if used effectively, can help:

1. Learners, teachers and syllabuses designer meet the educational goals drawn by the Ministry of Education.

improving self- learning, enjoyment and active participation which together can stand for ultimate goals behind teaching and learning (see, Belcher and Hirvela, 2001).

Language learning is hard work... Effort is required at every moment and must be maintained over a long period of time. Games, role play, and using literature can help and encourage many learners to sustain their interest and work. Failure to meet the educational aims put by the Ministry of Education by both the teachers and learners, students leave school without having the communicative competence which means, they are unable to communicate orally or through writing. Consequently, and for the purpose of seeking a better educational situation, a lot of research has been carried out in the area of enhancing the students’ motivation towards learning. (Ersoz, 2000 and Wright, Betteridge, and Buckby, 2005.)

Most EFL teachers know that it is a hard task to get students to achieve fluency in English unless learners are equipped with all possible means to achieve this ultimate aim of teaching or learning English. In an attempt to achieve fluency in English, the researcher followed an experimental study of the relative effectiveness of SG strategy on improving the reading and writing skills of junior and senior college students of pedagogy through the teaching of an advanced course in writing

There is an unexplored world for the use of narrative folktales, legends, fables, fairy tales, and myths in the development of English as a foreign language (Gonzales: 1998) . Such literature- based activities and aspects can help teachers and learners deal with questions that have communicative value (Talebinezahd, 1999: 20) . Such questions are not randomly asked and answered; on the contrary, they are those kinds that are syntactically, semantically, and pragmatically built and supposed to get the learners involved in the creation or recreation of meaning through language. (Chastain 1988: 142) They should be designed to ask for information and that means in every question and answer activity there must be a communicative purpose and an information gap to be filled.

To help students get competence in writing and speaking, the researcher conducted this study by relying and applying the «Story Grammars” which is regarded as literature- based strategy. In the following paragraphs, the researcher listed the basic reasons that encourage him to prefer using ‘Story Grammars’ as an effective literature- based strategy over any other approach.

Recent findings on the effects of Story Grammars on EFL elementary students' oral fluency have shown a positive correlation (see, Palencia 1997) . Additionally, using 'Story Grammars' gives students the opportunity to tap their previous knowledge and to talk about academic topics. It enriches the students' vocabulary.

Krashen, (1985) has shown that being well- trained at 'Story Grammars' provides students with fun which lowers their affective filter, making them more 'affectively' open to the language. If students are trained well in using the above- mentioned technique, they might retell the story with more details and wider comprehension to questions based on the given narration.

Because language and culture are inextricably tied together, and as it is impossible to teach a foreign language without its culture base and because culture affects comprehension and interpretation (Troike1989) , this study is based on the importance of using the 'Story Grammars' which is literature-based as an effective strategy in the process of teaching and learning in EFL classes.

As stated by Lazar (1993), literature 'provides meaningful and memorable contexts for processing and interpreting new language. p. 20' If the teachers and the school textbook designers select the appropriate pieces of literature, they could help learners create their own strategies. Teachers and learners can interact through questions and answers if exploited appropriately, they can help students learn and teachers judge the usefulness of what they are doing (Talebinezhd, 1999: p. 20) . Through this appropriate interaction, learners can get cohesion, harmony, and quality interaction between teacher and students, on the one hand and between students themselves on the other hand (Widdowson, 1990) . Besides, 'such interaction' has a purpose that goes beyond testing the students' knowledge of form. It helps in bringing contextualized meaning. Thus, it helps in activating the class and in this respect, it promotes meaningful communication.

It is a fundamental issue to raise that in both traditional and on- line courses. The learner must be an active participant in order to be successful. Being an active participant depends on a lot of factors including motivation, the willingness to learn among other factors. Here and in this respect, "literature is said to be among the most effective factors to achieve active and successful learning. " (Hiltz 1994 p: 5 and Belawati 1998 p: 11) . Developing literary competence means deep understanding and high appreciation which result in

However, Cooper (1993) showed many different strategies that research has shown are effective in literature- based instruction. These include scaffolding of instruction, modeling, cooperative learning, students’ involvement in text choice, self- initiated reading and writing, using different modes of reading, activation of prior knowledge, Story Grammar, and student responses to literature. Where there was once a consensus on the “right” way to teach foreign languages, many teachers now share the belief that a single right way does not exist. It is certainly true that no comparative study has consistently demonstrated the superiority of one method over another for all teachers, all students and all settings (see, Gina, 1994) .

To the conscientious researcher, there are many factors which distract students from attaining effective learning; therefore, an efficiently competitive approach for teaching is urgently needed. This approach should be based on freedom, fun, refreshment, simplicity, and suitability in order to be consistent and harmonious with modern means of technology like Internet, TV and others.

Research on the structure of the narrative genre has shown that the mental representations of the elements of a story (story grammar) can help people remember the development of the story when retelling it (Meyer 1975, Thorndyke 1977; Mandler and Johnson 1977; Carrell 1984) . In this respect, using SG can help learners achieve one of the basic educational goals which is remembering the previously learned materials and linking them with the new ones.

Recent researchers have shown that using this strategy in teaching and learning increases the students’ talk in the classroom, and this, in turn will increase the positive interaction between students themselves as well as between teacher and students (Palencia 1997 and Gonzales 1996) . This runs in line with Chastain (1988) and Widdowson (1990) who stated that ‘effective questions’ are part of SG in the sense that they can help both teachers and students have control on the material to be covered and they can get the learners involved in the creation and the recreation of the meaning through language, ‘communicative competence’.

Chastain (1988) and Widdowson (1990) supported Canale’s and Swain’s (1980) who stated that using effective questions as an aid in applying the SG can help students practice the four elements of communicative competences: grammatical, discourse, sociolinguistic and strategic competence.

Other scholars like Shabka (1987) have pointed out that other positive aspects of early exposure to literature are important in the sense that the teaching of literature induces students to acquire repertoire of lexical items and by virtue of that students are very destined to expand their vocabulary items and acquire some literacy in the use of idiom.

Other SLA scholars have pointed out the value of teaching literature in terms of enhancing students' motivation for learning. (Enright and McCloskey 1998; Sasser 1992; Kessler, et al 1994; Zaro and Salaberri 1995) .

Scholars of SLA and from other disciplines have also underscored the importance of teaching literature. Of those scholars Short (1990) and Lazar (1993) have stressed the significant value of exposing students to different genres of literature. For instance, Short (1990) emphasizes the opportunity which literature can afford for students in terms of enhancing students' imagination and expediting the process of vocabulary acquisition. In a similar vein, Lazar (1993) claims that the teaching of literature is likely to induce students to construct meaningful and memorable contexts for processing and interpreting new language.

The merits of using (SG):

The ongoing research in the field of methodology, mainly the use of 'Story Grammars' and the positive results it has on the learners of English have pointed out the merits of relying on a variety of effective pedagogical approaches instead of resorting to one specific approach for the teaching of literature. (see, Gonzales, 1998; Zaro and Salaberri, 1995; Gonzales, 1996; Palencia, 1997; Sasser, 1992; Lazar, 1993; among others) .

Many EFL graded readers and textbooks have versions of fables, legends, folktales, and myths that most teachers rarely use. Take for example, the Anthology book used in schools in Palestine, only one- tenth or less of the whole material is taught, and if taught, the Grammar Translation Approach (is referred to herein as GTA) is used which means that teachers don't use the best pedagogy for teaching these literary texts. Ruddell (1999) explained the positive effects of GMA strategy (Group Mapping Activity) on children's abilities in integrating and synthesizing the story ideas and concepts which in turn can nurture their speaking and writing abilities as well.

Review of Related Literature:

Several scholars have stressed the value of exposing our high school or college students to a variety of literary genres due to the infinite value from which our students can draw. Those scholars have also pointed out the significant role which literary forms can play in terms of enhancing students’ analytical and logical thinking. Early exposure to different types of literary genres is likely to nurture students’ aptitudes for the acquisition and understanding of knowledge (Purves, 1984; Hiltz, 1994; Belawati, 1998)

The findings of the current research on the teaching of literature seem to indicate two issues: the significant value from which students can draw from the study of literary forms and the rationale behind the application of the most updated pedagogical approach underpinning the impartation and acquisition of knowledge. Scholars from various disciplines have pointed out the tremendous value which students can obtain from the study of literary forms. Those scholars underscore the type of skills which students can acquire from their early exposure to different literary genres.

Early exposure to different literary genres is likely to enhance students’ critical and analytical thinking skills and by virtue of that students would be able to develop into keen thinker and critical debaters, (Defelice, 1996; Gonzalez, 2000; Obeitat, 1997; Salih, 1989; Shabka, 1987) .

Defelice (1996) has overstressed the positive effects of funny stories on bringing natural and real situations to classrooms as they make students accountable for the success of the speech act itself.

Obeidat (1997) showed that literature materials can enhance students’ ability to read, write and speak proper English. His position on the value and merit of the teaching of literature is consistent with that of Salih (1989). Both of them agree that literature is a pivotal means for the enhancement of students’ open- mindedness, and their exposure to foreign cultures and foreign peoples.

Salih (1989) emphasized the effect of literature courses on college students in terms of developing their open- mindedness and critical thinking. He also claims that adequate exposure to a variety of literary genres affords students the opportunity to gain deeper awareness not only of their indigenous culture but also of other foreign ones.

Introduction:

As experienced pedagogues, the researchers strongly believe that the type of frustration that students encounter and experience in reading literary genres can be attributed to two fundamental issues which are of great importance to the acquisition of both analytical and critical thinking skills which students desperately need to handle and cope with college assignments. The first issue is related to the fact that the majority of students approach the task of learning literary forms with inadequate skills. For instance a large number of them lack the language proficiency which is highly necessary for them to read and comprehend literary genres. Underestimating this particular factor results in failure to account for this issue as one of the primary reasons for our students' failure to intelligibly read and understand literary forms. The second issue which seems to undermine students' ability to succeed in their attempt to enjoy and find any reward and positive effect from the study of literary forms is directly related to the failure of EFL and ESL teachers to adopt an adequate pedagogical approach with which they could entice students to the limitless value of the study of literary forms. As experienced pedagogues, we should never underestimate the negative impact of overlooking these two important issues and their overall impact on our students' comprehension of literary forms.

Much of what is learned, of course, is learned in schools and colleges, which is to say it is taught- consciously and purposely presented before the student. Apparently it needs to be taught cumulatively and sequentially. One never stop learning to be a reader. The content of teaching includes literary texts and information about such texts and about language and the way it affects a reader.

A literary text- any text- which does not make its meaning or guide our making of its meaning by how language is being construed or manipulated is not meaningful and complete and so is the way of teaching. Without knowledge about the workings of language and without strategies of interpretation, we are illiterate. The study of literature can play an important role in the acquisition of that knowledge and those strategies. It is through literature, not simply a conglomeration of reading experience but a canon of interconnected texts, that we become members of a literate community. (Purves1984)

Abstract:

The purpose of the study is to investigate the positive effects of applying “Story Grammars” as a teaching strategy on students’ scholastic performance.

To achieve this aim, the researchers used the aforementioned strategy in teaching junior and senior college students of pedagogy an advanced course in writing at An- Najah National University/ Faculty of Education during the first semester of the academic year 2004 2005.

The researchers used the independent samples t- test to show the equality of means between the experimental group and the control group and to show the significant difference between the same two groups after applying the Story Grammar Approach (referred to herein as SG). Likewise, the researchers used paired samples t- test to show the changes in the experimental group students’ results after applying the SG strategy and to show the changes in the control group students’ results after applying the traditional strategy in teaching.

The findings of the statistical analysis are overwhelmingly in favor of incorporating the SG as a pedagogically conducive approach in the teaching of literary genres. The findings of the same experiment have also underscored the fact that there is a significant difference between the two groups in favor of the experimental group due to the application of SG as an effective strategy in teaching. As a consequence, and due to the positive results found, it is highly recommended that this strategy be considered an essential component of the pedagogy being used in teaching EFL and ESL classes.

ملخص:

(الأثر الايجابي لاستراتيجية الطريقة الكلية، أو المسماة Story Grammars كاستراتيجية تعليم على إنجازات الطلبة).

هدفت هذه الدراسة إلى إكتشاف الأثر الايجابي لاستخدام الاستراتيجية المسماة Story Grammars كاستراتيجية تعليم فعالة ومؤثرة على إنجاز الطلبة. ولتحقيق هذا الغرض، استخدم الباحثان الاستراتيجية المذكورة في تدريس مساق كتابة متقدمة لطلبة أساليب تدريس اللغة الإنجليزية في السنة الثالثة والرابعة في جامعة النجاح الوطنية/ كلية التربية/ قسم أساليب تدريس اللغة الإنجليزية.

استخدم الباحثان اختبار (ت) لعينتين مستقلتين. أولاً: لفحص دلالة مدى التجانس بين المجموعتين التجريبية والضابطة قبل تطبيق استراتيجيات التدريس المختلفة. ثانياً: لفحص دلالة الفروق بين المجموعتين المذكورتين بعد تطبيق استراتيجيات التدريس المختلفة. كما استخدم الباحث اختبار (ت) للعينات المرتبطة، وذلك لفحص مدى الفروق بين الاختبار القبلي والبعدي لدى أفراد المجموعتين التجريبية والضابطة بعد تطبيق استراتيجيات التدريس المختلفة.

بعد جمع البيانات وتحليلها إحصائياً، أظهرت النتائج وجود فروق ذات دلالة إحصائية، بين أفراد المجموعتين التجريبية والضابطة، ولصالح المجموعة التجريبية التي تلقى أفرادها التعلم عن طريق استراتيجية الطريقة الكلية في التدريس والمعروفة بـ (SG).

The Effect of Using “Story Grammars” on the Students’ Achievement

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